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ABSTRACT

Noting that all parents want the best school experience for their children, this booklet gives parents some ideas about what to expect at different ages and stages of reading development, suggestions for what parents can do at home, and a list of favorite books parents can find in most libraries for parents and children to read. Sections of the booklet discuss three important things parents should keep in mind, reading as language, reading as learning language, and 13 "understandings" about reading. The booklet then discusses what to expect at various stages of development: infants and toddlers, pre-K through first graders, second and third graders, fourth and fifth graders, and sixth through eighth graders. In addition to what to expect at each of these levels, the booklet lists things parents can do and some favorite children's books. Contains 14 resources for parents and 15 references. Also listed are 23 more books that kids love. (RS)

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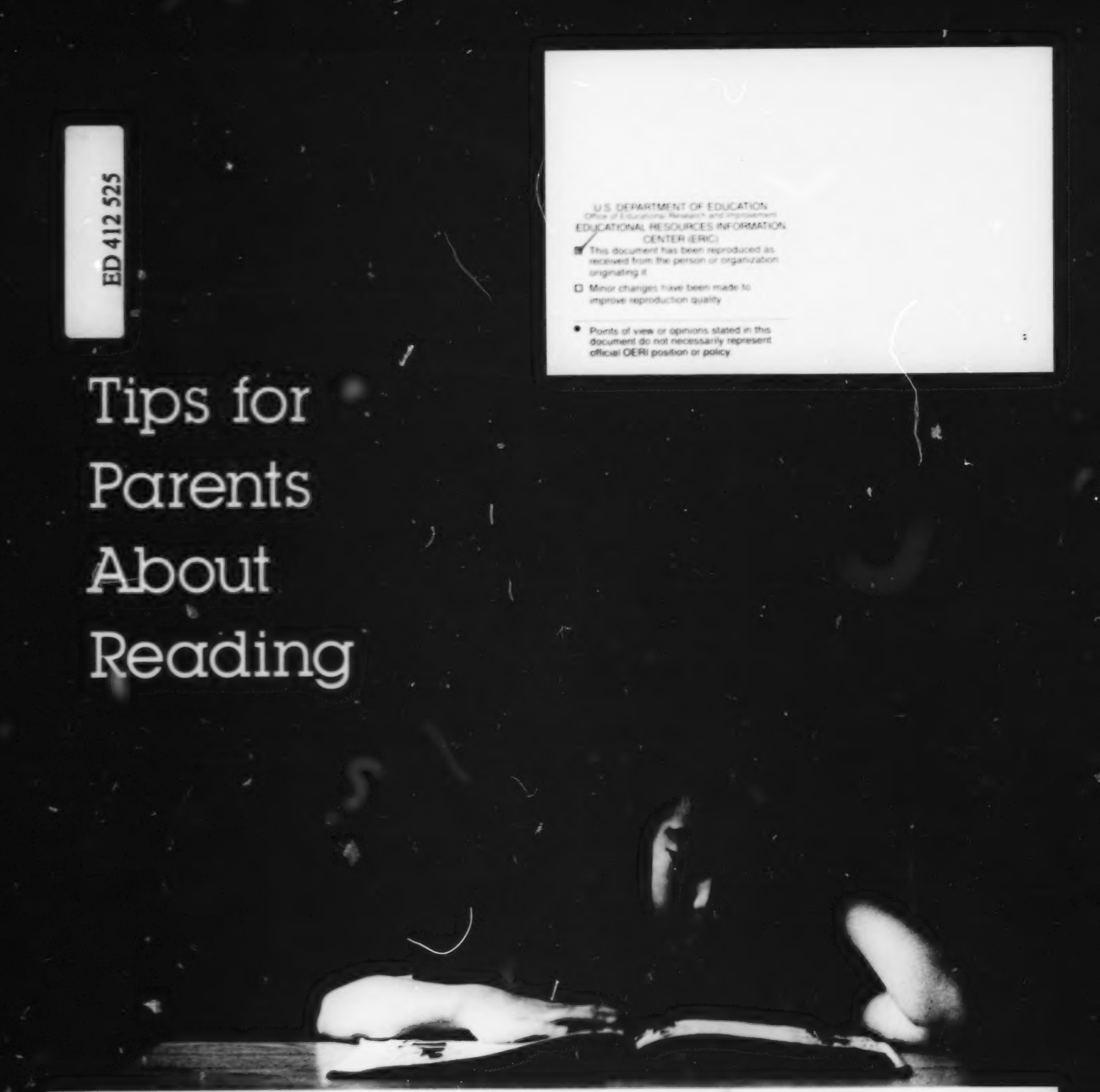
Tips for Parents About Reading



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Tips for Parents About Reading

Information and Ideas for Helping Children Through Grade Eight Succeed with Reading

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October 1997

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Comprehensive Center, Region X and
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Table of Contents

Three Important Things 3
Reading as Language 4
Reading as Learning Language 5
Thirteen Understandings About Reading 6
Ages and Stages 8
- Emerging Readers: Infants and Toddlers 8
- Developing Readers: Pre-K Through First-Graders 10
- Transitional Readers: Second- and Third-Graders 12
- Fluent Readers: Fourth- and Fifth-Graders 14
- Independent Readers: Sixth- Through Eighth-Graders 16

Resources for Parents 18
Books Used to Prepare this Publication 19
Glossary of Reading Terms 20
More Books that Kids Love 22

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Three Important Things

All parents want the best school experience for their children. And all parents want their children to learn to read. Yet, it is not always easy to tell if your child is on track or if you are doing the right things to help your child. This booklet will give you some ideas about what to expect at different ages and stages of reading development, suggestions for what you can do at home, and a list of favorite books you can find in most libraries for you and your child to read.

Before we get into some details, here are three things to keep in mind:

First

Learning to read is like learning anything else: It happens over time, with practice, and with the help of others. Just like learning to talk, to dance, or to cook, children develop reading (and writing) behaviors in a developmental sequence—they do certain things at certain times as they become more and more knowledgeable.

Second

Many experiences and activities help children learn to read.
The following things contribute to a child's ability to read:

- Talking and interacting with others—kids and adults
- Recognizing and connecting sounds and letters
- Experiencing going places and seeing things
- Instruction on specific reading strategies
- Exposure to all types of reading materials from a child's earliest days throughout the school years

Third

Children learn to read best when they have books and other reading materials at home and plenty of chances to read. This means not only having lots of books around—from libraries, bookstores, and book clubs, as gifts, and as treats—but many chances to read and talk about what they are reading.

Reading As Language

Speaking, listening, writing, and reading: Language is all around us. We use language to tell people what we need, to ask questions, to watch television, to pay bills, to work with others...the list goes on and on.

Reading is just one form of language, the written-down version. Knowing how to use all forms of language well—speaking, listening, reading, and writing—is an important goal for all children. And they need support from both the school and home to be successful with language.

Reading involves thinking and problem solving. It requires us to use knowledge we already have. We must know how to figure out what a word says, and how to put words together to make sense of what is being read. Children will use several strategies for reading within the same sentence. Many familiar words are known by sight. When he reaches a word he does not know, he will probably try to "sound it out" and he will use context clues (how it fits with the other words) to try to make sense of the text.

For example, a child tries to read "The girl ran to the store:"

Child reads: The girl ran to the s-s-s-s-t.
Then he tries: The girl ran to the stable.

But this doesn't really make sense in this story, so then he tries:

The girl ran to the stare.

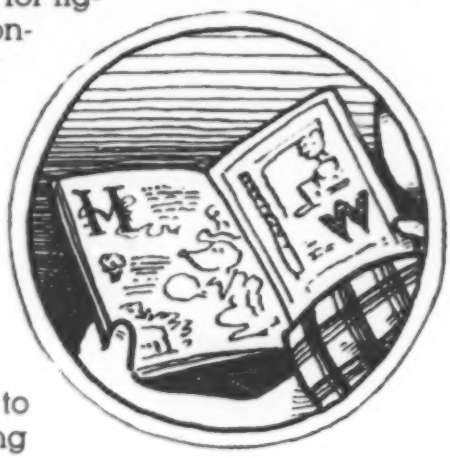
This still doesn't make sense so he notices another letter, an "o," and he's got it: The girl ran to the store.

Children must learn and use many different things to read: They need vocabulary and word recognition skills; they need to know the relationships between sounds and letters, or phonics skills; and they need ways to see if what they are reading makes sense.

As children are emerging as readers in the toddler and preschool stages, they begin learning about reading by being read to and by their attempts to write. Early writing looks a lot like scribbling but it usually represents some thought the child had. Parents can promote children's understandings of text by asking children what they are writing and even writing what they say below their scribbling and then reading it back. Reading and writing go hand in hand and it's important to have materials for writing in addition to books in the home.

Reading As Learning Language

Children can learn the basic foundations of reading and writing in much the same way they learn to listen and speak—informally, at home, and in an unstructured way. But many things must be taught to children. Children need to learn strategies for figuring out unfamiliar words (decoding and context) and they need to learn ways for making meaning from text, also known as comprehension skills.



Both the school and home environments that surround children are important to their success as readers and writers. Classrooms should have all types of reading materials and lots of writing and examples of children's work on the walls—at all ages. Time must be devoted during the school day to reading in books, discussing them, and writing about these experiences.

At home, children should have their own books, writing materials, and a lamp for reading in bed. Newspapers, magazine subscriptions for children and adults, dictionaries, an atlas, and other informational reading materials add to the message that reading is important.

It goes beyond having the materials there, though. Parents must protect children's time from too much television and other activities so that they can read and do other things that reinforce reading skills such as playing games, doing homework, and having conversations with family members.

To be successful readers, children need to do a lot of reading. Parents can make reading fun for kids by having a regular routine for doing it—before bed each night is great, but for some families there are other times that may work better, like after dinner or before school. The important thing is that it happens regularly and that it's a positive experience.

Thirteen Understandings About Reading

In a recent collection of research on reading, *Building a Knowledge Base in Reading* (Braunger & Lewis, 1997), 13 "understandings" about learning to read are explained. These ideas are useful for parents, teachers, and others in deciding how to help children do well in reading.

1. **Reading is a construction of meaning from written text. It involves thinking and the reader's feelings.** Reading requires the use of many different tools—"sounding out" (phonics), sight words, context clues, knowledge of language patterns, and comprehension strategies. The reader's feelings about what he is reading (is it interesting?) and the situation (is she comfortable, threatened, or embarrassed?) also affect reading development.

2. **Background knowledge and prior experiences are critical to the reading process.** As we read, we base our understanding on what we already know. For example: Two children read a book about zoo animals. One child has recently visited the zoo and has read other books about the zoo, and the other has not. Which child will understand more?

3. **Social interaction is essential to learning to read.** As with many things we learn how to do, we tend to learn from others who have already mastered the skill or task. The same is true for reading. Children need to see others reading, they need to hear stories read, ask questions, and talk about what they read—at school and at home. Just like all forms of language, reading requires interaction among people.

4. **Reading and writing develop together.** Reading and writing are connected. Encouraging children to write at all ages (even when it just looks like scribbling) can help them read better and see the connections between reading and writing.

5. **Reading involves complex thinking.** Reading is a problem-solving activity. It involves thinking at different levels—from getting the gist to being able to compare what is read in one text with another and apply what is read in new readings.

6. **The environment or surroundings at home and school should be filled with many experiences in reading and writing.** Access to many different kinds of reading and writing materials—library books, magazines, newspapers, other resources, and supportive adults—all make a huge difference in learning to read. Children need to see adults reading so it seems important.

7. Children must be interested and motivated to learn to read. It is important for children to be able to select materials to read that are interesting to them on topics they care about and can relate to.

8. Children's understandings of print are not the same as adults' understandings. Children view the world through their own eyes, not adults'. As adults support children in learning reading skills it is important to adjust expectations to children's levels. Initially children become aware that print carries a message, and gradually realize that groups of letters stand for certain sounds, and that print matches spoken words. What children understand is affected by developmental level and prior knowledge.

9. Children develop phonemic awareness and knowledge of phonics through lots of opportunities and experiences. Phonemic awareness (the ability to hear separate speech sounds within words), and phonics (the connections between letters and sounds) are very important to learning to read. Many children will learn these skills as they are read to, and as they practice writing, sing repetitive songs, and work with the alphabet. Other children learn these skills best with explicit instruction.

10. Children need to learn many different reading strategies. Readers need to be taught how to pay attention to certain things (letter-sound relationships, context clues, and word patterns) depending on the type of text. Readers also need to learn how to self-monitor for comprehension.

11. Children learn best when teachers use a variety of strategies to teach reading. There's no evidence that there's one best way to teach reading. Rather, teachers must have a variety of ways to meet children's needs such as reading aloud, shared and independent reading, and guided reading practice.

12. Children need the opportunity to read, read, read. The more children read the better they get at it—at school and at home. One of the best ways to practice is for kids to read books and other materials they choose.

13. Monitoring and assessing how children are reading is important to their success as readers. Children's mistakes in reading can tell a lot about how well children are doing. Listening to a child read, asking questions, and observing are ways teachers assess regularly. Standardized tests provide another way of measuring children's progress compared with other students. Other tests show how well students are achieving compared to how they should be achieving at grade levels (for example, at fourth, seventh, and 10th grades). This type of assessment can give parents and teachers valuable information so that if a child is not performing at a particular level, help can be given to get the child "back on track."

Ages and Stages

Now that you've looked at what reading involves and how children learn to read, you are probably asking, "What can parents do to help their children be good readers?"

The following descriptions give general guidelines about characteristics of reading behaviors through grade eight. If your child doesn't seem to be doing what is listed at his grade level, look at the earlier or later grade. Use the following suggestions to help your child at home.

Emerging Readers: Infants and Toddlers

Reading begins at birth. These are the kinds of things that lay the foundation for becoming a reader.

Infants:

- Enjoy action nursery rhymes and Mother Goose verses
- Fall asleep to nursery songs and lullabies
- Listen to stories as they are rocked
- Imitate actions of children in books
- Participate in making the sounds of animals in books
- Appear interested in babies in books
- React to rhythm, repetition, and rhyme
- Can point to objects in large, colorful pictures

Toddlers:

- Like to read the same books over and over
- Pick favorite books from the shelf
- Can begin to repeat Mother Goose verses by heart
- Can supply some of the words in short rhyming stories
- Are able to name objects in books and magazines
- Enjoy bathtub and shape books

Things to do:

1. Expect that infants and toddlers will want to munch on books! They don't need to seem interested—reading to children when they are very young gives them valuable time hearing words and looking at pictures.
2. Provide books with heavy pages or "board books."
3. Read books over and over again. Make sure that child-care providers read and talk to your child.
4. Talk about the pictures and ask questions like, "Do you see the dog—where's the dog?" to help them find objects on the page.
5. Repeat nursery rhymes even if you aren't reading from a book.
6. Listen to children's music and encourage movement to the rhythm and singing along.
7. Have children help you use sound effects like "mooooo" or "arf-arf."
8. Make talking to your infant or toddler part of everyday life. Talk about what you are doing and say back what you think she's saying to you.
9. Link reading to real life—for example, toddlers quickly learn concepts of hot and cold. If there's a sun on the page ask, "What's hot in the picture?"
10. Take advantage of your public library. Libraries are great ways to get lots of books into your home at little or no cost—and they often have story time for small children.

Some favorite books:

- **Brown Bear, Brown Bear, What Do You See?** by Bill Martin, Jr. Holt, 1996.
- **Bunny Cakes** by Rosemary Wells. Dial, 1997.
- **Count and See** by Tana Hoban. Collier, 1974.
- **Each Peach Pear Plum** by Janet & Allan Ahlberg. Scholastic, 1989.
- **Freight Train** by Donald Crews. Tupelo, 1996.
- **Good Night, Moon** by Margaret Wise Brown. HarperCollins, 1991.
- **Have You Seen my Duckling?** by Nancy Tafuri. Putnam & Grosset, 1996.
- **Jesse Bear, What Will You Wear?** by Nancy White Carlstrom. Aladdin, 1986.
- **Millions of Cats** by Wanda Gag. Putnam & Grosset, 1996.
- **In my Room** by Margaret Miller. Crowell, 1989.
- **Play Rhymes** by Marc Brown. Dutton, 1987.
- **Read Aloud Rhymes for the Very Young** by Jack Prelutsky (Ed.). A. Knopf, 1988.
- **Rosie's Walk** by Pat Hutchins. Aladdin, 1986.
- **Runaway Bunny** by Margaret Wise Brown. HarperCollins, 1991.
- **Ten, Nine, Eight** by Molly Bang. Tupelo, 1996.
- **Snowy Day** by Ezra Jack Keats. Viking, 1996.
- **We're Going on a Bear Hunt** by Michael Rosen. Aladdin, 1992.

Developing Readers: Pre-K Through First-Graders

Young children develop as readers as they begin to pay more attention to the print around them. They start to be able to recognize words and to read easy books with the support of adults and other children.

Preschoolers:

- Hold books correctly and turn the pages
- Are able to write some letters in their name
- Pretend to read their own "writing" and books
- May be able to show where to start reading a book
- Can tell the difference between pictures and print
- May know some letter names and can find them in a story
- Begin to read stop signs and business signs (McDonald's)
- Play with language through songs, chants, and invented words
- Can tell what a story is about and what they liked or disliked

Kindergartners:

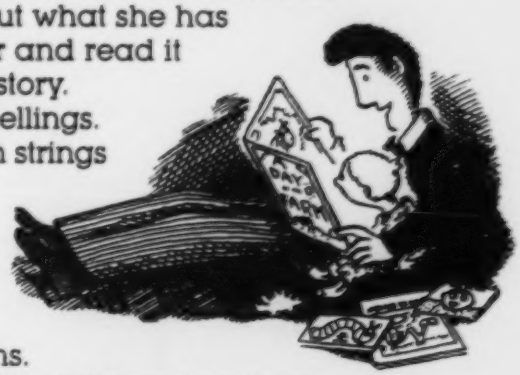
- Usually like books with talking animals, folktales, and some fairy tales
- May start to tell the difference between individual letters and words
- Recognize some letters of the alphabet; know sounds of some letters
- May be able to read and write their name and some familiar words
- Use illustrations to tell stories and can retell a story
- Participate in the reading of familiar books by supplying some words
- Usually can say words that rhyme and that start with a sound such as "t," "m," and "d"

First-graders:

- Recognize the letters of the alphabet and know most letter sounds
- Can write some familiar words from memory
- Are able to read "easy-to-read" books
- Enjoy fairy tales, and alphabet, counting, and informational books
- Write with invented spellings
- Use a variety of strategies when reading: letter sounds, context clues, illustrations, and sight words
- Will make predictions of what will happen next in a story
- Know the sequence of a story beginning, middle, and end
- Are able to retell a story and can tell the main idea

Things to do:

1. Read daily to your child—even if all you have is 10 minutes.
2. Reread stories and as your child gets to know the story pause and let her finish the sentence.
3. Put magnetic letters on the refrigerator and spell out words your child can copy like her name, "cat," "dog," "mom," and "dad."
4. Read alphabet books and then help your child make his own by cutting out and gluing magazine pictures to separate pages.
5. Have plenty of markers, crayons, pens, paper, and other materials on hand and encourage kids to make books, write, and draw.
6. Ask your child to tell you a story about what she has drawn. Write her words on the paper and read it back. Also, ask your child to retell a story.
7. Encourage children to invent word spellings. They may look like nothing more than strings of letters but this is how children connect sounds to letters, and is important for learning letter sounds.
8. Label furniture in your child's room. Ask your child to read words on billboards, cereal boxes, and signs.
9. Visit the library with your child weekly—children love having their own cards. Purchase used children's books from yard sales.
10. As your child begins reading aloud, let mistakes go as long as they don't change the meaning of the story. For example, if the sentence is, "She ran up the hill," and the child reads, "She is running up the hill," don't correct it. If she reads, "she rain up the hill," ask if it makes sense. When correcting, do it gently.



Some favorite books:

- **A, my Name is Alice** by Jane Bayer. Dial, 1984.
- **Amazing Grace** by Mary Hoffman. Dial, 1990.
- **Anno's Counting Book** by Mitsumasa Anno. Crowell, 1977.
- **Bread and Jam for Frances** by Russell Hoban. HarperCollins, 1993.
- **Brown Bear, Brown Bear, What Do You See?** by Bill Martin, Jr. Holt, 1996.
- **Caps for Sale** by Esphyr Slobodkina. HarperCollins, 1947, 1985.
- **Chicka Chicka Boom Boom** by Bill Martin, Jr. Simon & Schuster, 1989.
- **Feelings** by Aliki. Greenwillow, 1984.
- **Frog and Toad Are Friends** by Arnold Lobel. HarperCollins, 1970.
- **Good Night, Owl!** by Pat Hutchins. Aladdin, 1991.
- **Ira Sleeps Over** by Bernard Waber. Houghton Mifflin, 1973.
- **Owen** by Kevin Henkes. Greenwillow, 1993.
- **Song and Dance Man** by Karen Ackerman. Scholastic, 1989.

Transitional Readers: Second- and Third-Graders

Transitional readers are making the transition from needing a lot of adult support as they read to being independent as readers. They start to read easier texts on their own, and become increasingly more confident with more difficult books and chapter books.

Second-graders:

- Take pride in showing off their reading skills to grandparents, neighbors, and care providers
- Understand more difficult stories than they can read
- Are able to read early reader and "transitional" books, and may start reading chapter books
- Rely on print more than illustrations to make meaning of a text
- Use more and more ways to read, including sounding out using letter patterns, sight words, context clues, and illustrations
- Retell the beginning, middle, and end of a story
- Recognize most frequently read words and words by sight
- Are able to read silently
- Understand basic punctuation—capital letters, periods, and commas
- Can work out unknown words, reread, and self-correct
- Are able to talk about the main idea of story and relate personal experiences to it
- Begin to be interested in series books like *Goosebumps, The American Girl, Superfudge, Sweet Valley Girls,* and others

Third-graders:

- May choose to read independently and silently most of the time
- Use reading strategies appropriately and with ease
- Retell the plot, characters, and events from stories
- Recognize and choose different types of books: fiction, nonfiction, mystery, adventure, historical fiction, poetry, folktales, and so on
- Use encyclopedia, atlas, and computer resources to locate information
- Can read assignments and follow directions
- Are able to make predictions of what will happen in a story
- Make inferences or "read between the lines" in a story
- Write stories with a beginning, middle, and end

Things to do:

1. Follow your child's interests—if she loves sports, find fiction and nonfiction books that tie into this interest.
2. Have your child help you with recipes from cookbooks or mixes. Ask them to read ingredients, measure, mix, and clean up!
3. Help your child become a more fluent reader by having him read to younger brothers and sisters. This gives them practice and helps them share the fun of reading and books.
4. Get blank books—or make them. Kids should be encouraged to write down what they think and feel about books they read.
5. Make thank you notes, birthday cards, valentines, and invitations together. Use stamps, stickers, or cut-outs to decorate them and have your child write or copy the message.
6. Limit television viewing to shows the child selects from the listings. Try to use the "no more than 14 hours a week" rule in your house for TV and video games—use the extra time to read, talk together, or play games.
7. Play games that involve reading. Good choices are Monopoly, Concentration, Life, Careers, Risk, Clue, and many others.
8. At the grocery store let children find items on your list and cross them off. Have them find coupon items, read ingredients, and compare prices.
9. Play with words by rhyming, finding opposites, and naming synonyms or words that have similar meanings like hot and scorching. These types of activities give practice with thinking and vocabulary development.
10. Continue to read increasingly harder books aloud to your child.

Some favorite books:

- **A Chair for my Mother** by Vera B. Williams. Greenwillow, 1982.
- **Annie and the Old One** by Miska Miles. Atlantic Monthly, 1971.
- **Bunnicula: A Rabbit Tale of Mystery** by Deborah & James Howe. Atheneum, 1979.
- **Charlotte's Web** by E.B.White. HarperCollins, 1952.
- **Dr. De Soto** by William Steig. Farrar, Straus, & Giroux, 1982.
- **Little House in the Big Woods** by Laura Ingalls Wilder. HarperCollins, 1971.
- **Miss Rumphius** by Barbara Cooney. Viking, 1982.
- **Mufaro's Beautiful Daughters: An African Tale** by John Steptoe. Lothrop, 1987.
- **Officer Buckle and Gloria** by Peggy Rathman. Putnam's, 1995.
- **Owl Moon** by Jane Yolen. Philomel, 1987.
- **Wanted Dead or Alive: True Story of Harriet Tubman** by Ann McGovern. Scholastic, 1977.
- **Tar Beach** by Faith Ringgold. Scholastic, 1991.

Fluent Readers: Fourth- and Fifth-Graders

Fluent readers have learned how to read for a variety of purposes in their lives and can read independently most of the time. They tend to read and talk about things that relate to their personal lives and experiences.

Fourth-graders:

- Read familiar text with ease
- Can read and understand schedules, recipes, and instructions
- Read silently for extended periods of time
- See reading as a part of their everyday lives
- Can tell fact from opinion in what they read
- Use word structure clues like prefixes and suffixes to figure word meaning
- Can tell how different stories are similar
- Can write stories with a beginning, middle, and ending
- Build their reading vocabulary by using dictionaries, glossaries, and other sources

Fifth-graders:

- Read to learn new information
- Begin to read young adult literature
- Use tables of contents, indexes, glossaries, and captions
- Can talk about and share favorite books and authors
- Select and finish reading a wide variety of materials
- Use reference materials independently
- Like adventures with real heroes and biographies about real people
- See reading as a part of their everyday lives
- Can connect previous experiences to new reading
- Choose to read as a leisure activity
- Respond and give insight to what is read; begin to find deeper meaning in books they read with some help

Things to do:

1. Keep reading aloud to your child (even if he can read alone) books that are longer and more difficult than he can read independently. Children still learn vocabulary and information about the world when books are read aloud—and it's a bonding experience.
2. If your child seems "turned off" to reading, seek out reading materials that are tuned into his interests. Don't forget books on tape and reading aloud are other ways to increase vocabulary and language skills.
3. Link movies and television shows to books. Limit TV viewing and video games to between 10 and 14 hours a week.
4. Encourage children to read more by letting them stay up 15-30 minutes later if they are reading.
5. Give a magazine subscription for a gift—each month it will keep giving.
6. Have your child prepare simple meals and dishes from recipes. This promotes reading skills and gives practice with measuring.
7. Help your child set a time and place for doing homework. A homework first, play later policy is a good way to ensure that learning is important.
8. Play games that involve reading and thinking about words. Get children interested in crossword puzzles.
9. Have kids read schedules for television, buses, trains, ferries, etc.
10. When you need to find a phone number, have your child use the phone book to look it up. Show how to locate a business number by its category or by its name.

Some favorite books:

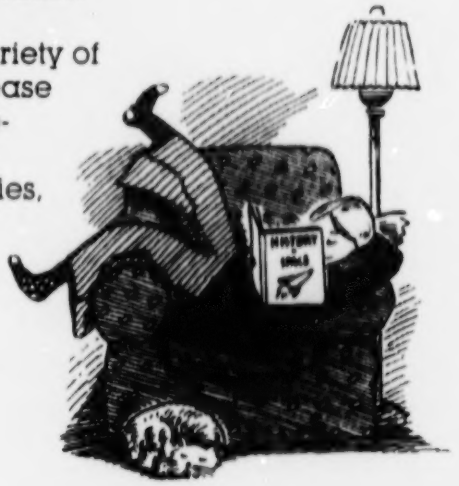
- **Bridge to Terabithia** by Katherine Paterson. Crowell, 1977.
- **Harriet the Spy** by Louise Fitzhugh. Cornerstone, 1964, 1987.
- **Island of the Blue Dolphins** by Scott O'Dell. Houghton Mifflin, 1990.
- **James and the Giant Peach** by Roald Dahl. Knopf, 1990.
- **Julie of the Wolves** by Jean Craighead George. Puffin, 1976.
- **Maniac Magee** by Jerry Spinelli. Little, Brown, 1990.
- **Missing May** by Cynthia Rylant. Orchard, 1992.
- **My Side of the Mountain** by Jean Craighead George. Dutton, 1988.
- **Number the Stars** by Lois Lowry. Houghton Mifflin, 1989.
- **Owls in the Family** by Farley Mowat. McClelland & Stewart, 1989.
- **Sarah, Plain and Tall** by Patricia MacLachlan. Harper & Row, 1985.
- **Shiloh** by Phyllis Reynolds Naylor. Atheneum, 1991.
- **Stone Fox** by John Gardiner. Crowell, 1980.
- **Whipping Boy** by Sid Fleischman. Cornerstone, 1989.

Independent Readers: Sixth- Through Eighth-Graders

Children at this stage are fluent, independent readers who use reading as an important part of their everyday lives. They read for entertainment, information, and to learn.

Sixth-, seventh-, and eighth-graders:

- Begin to read more complex young adult literature, often enjoying survival and adventure stories focused on teenagers
- Can read different types of fiction and nonfiction, using appropriate reading strategies
- Use nonfiction information to develop a deeper understanding of a story
- Can interpret deeper meaning in young adult literature with guidance
- See reading as an important part of their everyday lives
- Can recognize bias and an author's purpose
- Make judgments and comparisons of what they read
- Use a variety of reference materials to research different topics
- Still enjoy being read to and discussing books
- Read newspapers for enjoyment and information
- Enjoy magazines in their interest area
- Voluntarily read and understand a wide variety of complex and sophisticated materials with ease
- Evaluate, interpret, and analyze literary elements critically
- Can use tables of contents, indexes, glossaries, and captions
- Follow detailed directions and instructions



Things to do:

1. Look closely at how time is being used in your home if your child is not reading regularly or enough. Being a good reader at this age means doing lots of reading outside of school.
2. Be clever about creating time for reading—allow a later bedtime or excuse children from a chore like washing dishes if he is reading.
3. Discuss bits and pieces of books that you read with your child. Find out about what she is reading by asking nonthreatening questions like, "What's happening in your book now?" or "What are the characters like in the book you are reading?"
4. Play games like Scrabble, Spill and Spell, Scattergories, and Balderdash together—they are fun and they reinforce reading skills.
5. Limit television viewing to 14 hours a week. Gradually reducing TV time can increase time for reading.
6. Make time for the library. Encourage your kids to find different types of books—nonfiction informational books, and poetry, history, travel, and cookbooks—at the library to increase awareness of topics and subjects.
7. Encourage children this age to read to younger children and siblings.
8. Give gifts that encourage reading and writing: reading lamps, magazine subscriptions, books, stationary, pens, and blank books.
9. Agree with your child on the time and place for homework. Make sure your child knows this is a high priority. If there are problems staying focused on homework, start a study group, get a tutor, or make a plan.
10. Be confident that it is worth the effort and your child's complaints to do all it takes to help your child be successful in reading and writing.

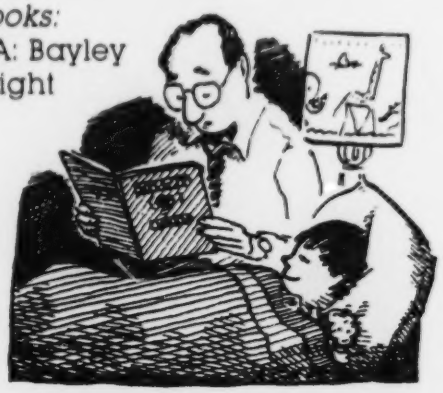
Some favorite books:

- **Catherine, Called Birdy** by Karen Cushman. Clarion, 1994.
- **Cry the Beloved Country** by Alan Paton. Scribner's, 1948, 1976.
- **Diary of Anne Frank** by Anne Frank. Longman, 1989.
- **Diary of Latoya Hunter: My First Year in Junior High** by Latoya Hunter. Crown, 1992.
- **Fade** by Robert Corimer. Delacorte, 1988.
- **Hatchet** by Gary Paulsen. Viking, 1987.
- **Homecoming** by Cynthia Voigt. Atheneum, 1981.
- **Lupita Manama** by Patricia Beatty. Morrow, 1981.
- **Misty of Chincoteague** by Marguerite Henry. Aladdin, 1991.
- **Morning Girl** by Michael Dorris. Hyperion, 1992.
- **North to Freedom** by Anne Holm. Harcourt Brace Jovanovich, 1990.
- **Thank You, Jackie Robinson** by Barbara Cohen. Beechtree Books, 1997.
- **The Ear, the Eye, and the Arm** by Nancy Farmer. Viking Penguin, 1994.
- **Wolf Rider** by Avi. Aladdin, 1993.
- **Wrinkle in Time** by Madeline L'Engle. Farrar, Straus, & Giroux, 1972.

Resources for Parents

Parents can access publications that highlight activities for families and give suggestions for helping children develop reading and writing skills. For those who are interested in reading more, the following books may be available in your local library:

- Calkins, L.M. (1997). *Raising lifelong learners.* Reading, MA: Addison-Wesley.
- Copperman, P. (1986). *Taking books to heart: How to develop a love of reading in your child.* Reading, MA: Addison-Wesley.
- Cullinan, B.E. (1992). *Read to me: Raising kids who love to read.* New York, NY: Scholastic.
- Freeman, J. (1995). *More books kids will sit still for: A read aloud guide.* New Providence, NJ: R.R. Bowker.
- Gross, J. (1986). *Make your child a lifelong reader: A parent-guided program for children of all ages who can't, won't or haven't yet started to read.* Los Angeles, CA: Jeremy P. Tarcher.
- Hearne, B. (1990). *Choosing books for children: A commonsense guide.* New York, NY: Dell Publishing.
- Hunt, G. (1989). *Honey for a child's heart: The imaginative use of books in family life.* Grand Rapids, MI: Zondervan Publishing House.
- Hydrick, J. (1996). *Parent's guide to literacy for the 21st century.* Urbana, IL: National Council of Teachers of English.
- Kimmel, M.M., & Segel, E. (1983). *For reading out loud! A guide to sharing books with children.* New York, NY: Delacorte Press.
- Kropp, P. (1993, 1996). *Raising a reader: Make your child a reader for life.* New York, NY: Doubleday.
- Lamme, L.L. (1995). *Growing up reading: Sharing with your children the joys of reading.* Washington, DC: Acropolis Books Ltd.
- O'Connor, K. (1995). *How to hook your kids on books: Create a love for reading that will last a lifetime.* Nashville, TN: Thomas Nelson Publishers.
- Trelease, J. (1995). *The read aloud handbook.* New York, NY: Penguin Books.
- White, V. (1994). *Choosing your children's books: Preparing readers 2-5 years old.* Atlanta, GA: Bayley & Musgrave. (Also for readers ages five to eight and eight to 12 years).



Books Used to Prepare this Publication

For ages and stages

- Commission on Student Learning. (1997). *Essential academic learning requirements.* Olympia, WA: Author.
- Cullinan, B.E. (1992). *Read to me: Raising kids who love to read.* New York, NY: Scholastic.
- Hill, B.C., & Ruptic, C. (1994). *Practical aspects of authentic assessment: Putting the pieces together.* Norwood,MA: Christopher Gordon.

Other materials we consulted

- Ammon, B.D., & Sherman, G.W. (1996). *Handbook for the 1997 young reader's choice award nominees.* Pocatello, ID: Beyond Basals, Inc.
- Braunger, J., & Lewis, J.P. (1997). *Building a knowledge base in reading.* Portland, OR: Northwest Regional Educational Laboratory; Urbana, IL: National Council of Teachers of English; & Newark, DE: International Reading Association.
- Calkins, L.M. (1997). *Raising lifelong learners.* Reading, MA: Addison-Wesley.
- Cotton, K. (in press). *Education for lifelong learning: Literature synthesis.* Portland, OR: Northwest Regional Educational Laboratory.
- Cotton, K. (in press). *Lifelong learning skills for the preschool/kindergarten child: Tips for parents.* Portland, OR: Northwest Regional Educational Laboratory.
- Cotton, K. (in press). *Lifelong learning skills for the elementary school child: Tips for parents.* Portland, OR: Northwest Regional Educational Laboratory.
- Cotton, K. (in press). *Lifelong learning skills for the middle/junior high school student: Tips for parents.* Portland, OR: Northwest Regional Educational Laboratory.
- Cotton, K. (in press). *Lifelong learning for the 21st century: Research highlights.* Portland, OR: Northwest Regional Educational Laboratory.
- Davis, D. (in press). *Easy ways to help at home.* Portland, OR: Northwest Regional Educational Laboratory.
- Glazer, S.M. (1990). *Creating readers and writers.* Newark, DE: International Reading Association.
- Huck, C.S., Hepler, S., Hickman, J., & Kiefer, B.Z. (1997). *Children's literature in the elementary school* (6th ed.). New York, NY: Brown & Benchmark.
- Shefelbine, J. (1991). *Encouraging your junior high student to read.* Newark, DE: International Reading Association.

Glossary of Reading Terms

assessment: a way of looking at progress in formal and informal ways that may include observing students while they read, asking questions, and using different types of tests.

context clues: the words around an unknown word that allow a reader to figure out the meaning by its context.

decoding: analyzing or breaking apart a word to pronounce it and determine its meaning.

developmental stages: as children learn they go through different stages in their development that provide a foundation for the next stage.

guided reading: skills and strategies practiced in small groups where teachers can clearly see how well students are applying newly taught concepts and skills.

independent reading: reading practice by children in assigned or self-selected books on their own without teacher assistance.

invented spelling: a child's attempt to spell a word based upon the sounds he or she hears.

miscue: an error in oral reading. Miscues can show how the reader makes sense of a text and what strategies the reader is using. Errors can show strength in reading, for example, when a word is read incorrectly it may not affect the meaning—this shows that the reader is understanding what he is reading.

performance-based assessment: looking at how a student can use knowledge in real-life situations.

phoneme: a minimal sound unit of speech. When letters are blended such as "ch," "sh," or "ou," they are one sound.

phonemic awareness: awareness of the sounds phonemes make up in spoken words, for example, the sounds one hears in the word "phone" are F-long O-N.

phonics: the system in our language of letter-sound relationships, used especially in beginning instruction.

phonic generalizations: rules that help readers and writers with spelling and pronunciation, for example, the silent "e," "i" before "e" except after "c," or sounding like "a" as in neighbor and weigh. It is important to keep in mind that phonic generalizations are not true all the time—many of them work less than half the time!

portfolio: a purposeful collection of a student's work, chosen by both the student and the teacher to document and evaluate learning progress

over time. A folder containing all student work is not considered a portfolio unless it is used as a way of showing growth on particular tasks.

prior knowledge: knowledge based upon previous experiences. When people read, their understanding is based on what they already know. For example, two adults may read the same novel set during the Civil War. One of the readers is very interested in the Civil War and has read other books about it and has visited the battlefields, and the other reader knows only what he can remember from his school days. The reader with the prior knowledge will probably be able to "get" more from the book.

process writing: a way of teaching writing that focuses on the steps involved in coming up with a finished written product. The steps include: prewriting, drafting, revising for content, editing for punctuation and spelling, and publishing or sharing it with others.

response: a written or spoken answer to a question about what is read. Many teachers ask students to use reading response journals to record their thinking about what is read.

running records: a method of gathering data about students' reading behaviors. It includes having the student read aloud while the teacher marks down mistakes or miscues. Running records show strengths and weaknesses in reading.

shared reading: a teacher's explicit model or instruction on how to read. This is done with the entire class using "big books," or can be done in smaller groups with regular-sized texts and independent reading when children practice reading in assigned or self-selected books.

sight words: words that are immediately recognized as a whole without any word analysis. The best words for beginning readers to learn by sight are those that don't follow any typical phonics rules such as "said," "gone," "was," and "have."

standards: expectations for all children. These are often stated as goals and are based on research of what children are capable of at different grade levels.

word recognition: quick and easy identification of a word previously met in print.

word analysis: identification or decoding of words readers don't immediately recognize.

More Books That Kids Love

Pre-K through first grade

- **Are You my Mother?** by P.D. Eastman. Random House, 1960.
- **My First Words: Me and my Clothes** by Margaret Miller. Crowell, 1989.
- **Pat the Bunny** by Dorothy Kunhardt. Western Pub, 1942.
- **Very Hungry Caterpillar** by Eric Carle. Philomel, 1994.
- **Time for Bed** by Mem Fox. Harcourt Brace Jovanovich, 1993.
- **What's Inside? The Alphabet Book** by Satoshi Kitamura. Farrar, Straus, & Giroux, 1985.
- **Lilly's Purple Plastic Purse** by Kevin Henkes. Greenwillow, 1996.
- **Little Red Riding Hood** by Trina Schart Hyman. Holiday House, 1983.
- **Martha Blah Blah** by Susan Meddaugh. Houghton Mifflin, 1996.
- **Mike Mulligan and his Steam Shovel** by Virginia Lee Burton. Houghton Mifflin, 1967.
- **Millions of Cats** by Wanda Gag. Coward, Putnam, & Grosset, 1996.
- **Tell Me Again About the Night I Was Born** by Jamie Lee Curtis. HarperCollins, 1996.
- **Doorbell Rang** by Pat Hutchins. Greenwillow, 1986.
- **Jolly Postman** by Janet & Allan Ahlberg. Little, Brown, 1986.
- **Napping House** by Don & Audrey Wood. Harcourt Brace Jovanovich, 1984.
- **Random House Book of Poetry for Children** by Jack Prelutsky (Ed.). Random, 1983.
- **Topsy Turvies** by Francesca Simon. Dial, 1996.
- **Tikki Tikki Tembo** by Arlene Mosel. Holt, 1989.
- **Tops and Bottoms** by Janet Stevens. Harcourt Brace Jovanovich, 1995.
- **Tuesday** by David Weisner. Clarion, 1991.
- **When Birds Could Talk and Bats Could Sing** by Virginia Hamilton. Blue Sky, 1996.
- **Where the Wild Things Are** by Maurice Sendak. HarperFestival, 1992.
- **William's Doll** by Charlotte Zolotow. HarperTrophy, 1985.

Second and third grades

- **Baby Sister for Frances** by Russell Hoban. HarperCollins, 1993.
- **Dragon Naps** by Lynne Bertrand. Viking, 1996.
- **Leon and Bob** by Simon James. Candlewick Press, 1997.
- **Strega Nona** by Tomie dePaola. Simon & Schuster, 1975, 1988.
- **Best Christmas Pageant Ever** by Barbara Robinson. HarperTrophy, 1988.
- **Lion, the Witch, and the Wardrobe** by C.S. Lewis. HarperCollins, 1995.
- **Magic School Bus Inside the Earth** by Joanna Cole. Scholastic, 1987.
- **Secret Garden** by Francis Hodgson Burnett. Knopf, 1993.
- **Where Do You Think You're Going, Christopher Columbus?** by Jean Fritz. Putnam, 1980.

- **Where the Sidewalk Ends** by Shel Silverstein. HarperCollins, 1974.
- **When I Was Young in the Mountains** by Cynthia Rylant. E.P. Dutton, 1982.
- **Ramona Quimby, Age 8** by Beverly Cleary. Morrow, 1981.
- **Sam, Bangs, and Moonshine** by Evaline Ness. Holt, 1987.
- **Sylvester and the Magic Pebble** by William Steig. Windmill Books, 1969.
- **The Two of Them** by Aliki. William Morrow & Co, 1987.
- **The Paper Crane** by Molly Bang. William Morrow & Co, 1987.

Fourth and fifth grades

- **Tales of a Fourth Grade Nothing** by Judy Blume. Cornerstone, 1987.
- **Book of Three** by Lloyd Alexander. Dell, 1964.
- **Chocolate War** by Robert Cormier. G.K. Hall, 1974, 1988.
- **Friendship** by Mildred Taylor. Dial, 1987.
- **Light in the Attic** by Shel Silverstein. HarperCollins, 1981.
- **Jacob Two-Two Meets the Hooded Fang** by Mordecai Richler. Knopf, 1975.
- **Mr. Popper's Penguins** by Richard & Florence Atwater. Little, Brown, 1938, 1988.
- **Sing a Song of Popcorn: Every Child's Book of Poems** by Beatrice Schenk de Regniers (Ed.). Scholastic, 1988.
- **True Story of the Three Little Pigs by A. Wolf** by Jon Scieszka. Viking Kestrel, 1989.
- **What's the Big Idea, Ben Franklin?** by Jean Fritz. Coward, McCann, & Geoghegan, 1976.
- **Where the Red Fern Grows** by Wilson Rawls. ABC-CLIO, 1961, 1987.
- **Yang the Youngest and his Terrible Ear** by Lensey Namioka. Joy Street, 1992.
- **Yearling** by Marjorie Kinnan Rawlings. G.K. Hall, 1994.

Sixth through eighth grades

- **My Brother Sam is Dead** by James & Christopher Collier. Four Winds, 1985.
- **Dark is Rising** by Susan Cooper. Scholastic, 1989.
- **Ditchdigger's Daughter: A Black Family's Astonishing Success Story** by Yvonne S. Thornton. Dutton, 1995.
- **Fallen Angels** by Walter Dean Myer. Scholastic, 1988.
- **Interstellar Pig** by William Sleator. Dutton, 1984.
- **On my Honor** by Marion Dane Bauer. Clarion, 1986.
- **M.C. Higgins, the Great** by Virginia Hamilton. G.K. Hall, 1976.
- **Pinballs** by Betsy Byars. Harper & Row, 1987.
- **Roll of Thunder, Hear my Cry** by Mildred Taylor. Bantam, 1989.
- **Space Station Seventh Grade** by Jerry Spinelli. Little, Brown, 1982.
- **Scorpions** by Walter Dean Myers. HarperTrophy, 1990.
- **Skinnybones** by Barbara Park. Bullseye, 1989.
- **Staying Fat for Sarah Byrnes** by Chris Crutcher. Greenwillow, 1995.
- **Summer of my German Soldier** by Bette Greene. Cornerstone, 1973, 1989.

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